

<b>Course Number</b>	<b>EDUC 698, Section 06</b>			
<b>Course Title</b>	<b>Master's Culminating Experience Seminar</b>			
<b>CRN</b>	<b>21952</b>			
<b>Semester / Year</b>	<b>Spring 2017</b>			
<b>Committee Chair:</b>	<b>Office:</b>	<b>Office Hours:</b>	<b>Phone:</b>	<b>E-Mail:</b>
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<b>Committee Member(s)</b>				

**SCHOOL OF EDUCATION MISSION & VISION STATEMENT**  
(Adopted by SOE Governance Community, January 2013)

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

**BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

## COURSE DESCRIPTION

Students engage in the planning, preparation, and completion of their culminating experience, which may take the form of a research thesis, a curricular project within a schooling context — including the National Board Certification Teacher (NBCT) process, or a comprehensive examination. For candidates in the Educational Administration Option program, the culminating experience is a research thesis. *Note: Students must continually enroll in this course until successful completion of the culminating experience. Graded Credit/No Credit.*

*Enrollment Requirement: Successful completion of the master's option coursework and advancement to candidacy.*

### **Course Objectives**

Candidates will:

1. Plan and prepare a scholarly culminating experience under advisement of a Committee Chair and at least one additional Committee Member.
2. Complete a scholarly culminating experience in accordance with professional expectations, including approval of the Committee Members.
3. Apply the explicit style requirements of the APA Publication Manual (current edition).
4. Successfully present and/or defend their scholarly culminating experience in accordance with option protocol.

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Community Cougar Course for EDUC 698 Culminating Experience Seminar: Thesis or Project:  
<http://community.csusm.edu/course/view.php?id=33>

For additional information regarding Graduate Studies Policies and Procedures, please refer to the following Graduate Studies link: [www.csusm.edu/gsr/graduatestudies/index.html](http://www.csusm.edu/gsr/graduatestudies/index.html)

## GENERAL CONSIDERATIONS

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997.*)

This research-based class is moved outside the confines of a classroom and includes a face-to-face orientation, research time in the library or online, electronic and face-to-face meetings with the chair and committee members, and engaging with the community to collect and interpret data. Writing, getting feedback, and editing are a large part of the assigned work.

### **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **Plagiarism**

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Graduate Writing Requirements**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score, or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the *Publication Manual of the American Psychological Association, 6th ed.* (2009). This is a required textbook for all CSUSM School of Education graduate courses.

### **Course Format**

Hybrid (HY): Face-to face and online instruction.

### **Contact Information for Technical Support Assistance**

The CSUSM Help Desk is available for technical support: <http://www.csusm.edu/iits/students/index.html>

Office location: Kellogg Library, #2013.

### **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

## **MA IN EDUCATION PROGRAM STUDENT LEARNING OUTCOMES (PSLO)**

The Master of Arts in Education Program assesses four (4) Program Student Learning Outcomes (PSLOs):

### **PSLO 1: Professional Dispositions (EDUC 602 & EDUC 622)**

*Demonstrate interaction and communication skills that reflect professional dispositions and ethics, such as respect for diversity, educational equity, collaboration, and social justice.*

### **PSLO 2: Leadership Skills (EDUC 602)**

*Apply leadership skills to advance the profession.*

### **PSLO 3: Analyze Research (EDUC 622)**

*Analyze educational and/or professional research.*

### **PSLO 4: Integrate Research (EDUC 698)**

*Integrate research and evidence-based practices into educational and professional settings.*

In EDUC 698, the candidates are assessed on their ability to integrate research and evidence-based practices into educational and professional settings through their Culminating Experience, an empirical research thesis, curriculum project, exam, or application for National Board Certification.

## **COURSE REQUIREMENT**

### **Culminating Experience Options**

The Culminating Experience is a requirement for completion of the Master's Program. The Culminating Experience can be completed through one of the following ways. For candidates in the Educational Administration Option program, the culminating experience is a research thesis. Not all Masters program options utilize all of the following means of fulfilling the culminating activity requirement. Please check with your Masters option and your MA committee before proceeding.

#### **Thesis**

Conduct a research study of interest according to the appropriate research design approved by a committee and reported in a format using the APA Style Manual.

#### **Project**

Define a need relating to curriculum or professional development through a review of existing programs. Meet the need through the design, development, and implementation of curriculum or a professional development program that has not been previously addressed by others. The project must be approved by the committee and reported in a format using the APA style Manual.

#### **National Board Application Process**

Investigate the options provided by the National Board for Professional Teaching Standards (NBPTS), complete application and portfolio for the National Board Certification. The portfolio must be submitted to the committee prior to submission for the National Board Certification process.

## **Exam**

Written exam – Candidate identifies area of focus for in-depth investigation. The candidate works closely with the MA Committee Members (chair and reader) to develop a customized list of readings. The candidate obtains a set of customized questions from a mutually defined set of study areas. Questions will be posed requiring analysis, synthesis, and application of the area of study with a defined time limit to electronically submit responses. The MA Committee Chair and Reader assess responses.

## **Culminating Experience Committee**

You will need a MA Committee composed of:

1. A Chair/Advisor from your MA option unless there is a special need for expertise that is not available. The coordinator of your option and the Associate Dean must approve selecting someone outside your area. The Chair/Advisor must have a doctorate in the area of study.
2. A Second Reader who usually provides input at the initial stage in developing the culminating experience and provides feedback/approval at its completion. The second reader must have a doctorate in the area of study or be approved by the MA Program Coordinator and Committee Chairperson.

## **Defense with Committee**

A thesis or project must be completed, orally defended and approved by the committee.

- Student and MA Committee Chair/Advisor schedule the thesis/project defense. The student provides copies of the thesis/project to all committee members prior to the defense.
- After successfully defending the thesis/project, the student makes revisions required/ suggested by the MA committee. The MA committee is responsible for ensuring that the thesis/project is written in an acceptable style for the discipline.
- After the changes have been made, each member of the MA Committee signs the signature page of the official copy of the thesis/project.

## **Electronic Thesis, Projects and Dissertation (EDT) Submission**

- The complete thesis/project must be electronically submitted to the Kellogg Library through Scholarworks. EDT submission guidelines are available on the Kellogg Library Website: <https://biblio.csusm.edu/content/e-thesis-project-and-dissertation-submission-guide>
- Electronic submission requires that the electronic document meet the American Disability Act (ADA) Accessibility requirements.
- The candidate is responsible for adhering to the EDT submission deadlines.

## **Required Forms**

- There are two forms required for completion of the culminating experience:
  - *Department Thesis/Project Signature Page* is required for the thesis and a different form for the project. Make sure you download the correct form. Fill in the:
    - “Master of Arts in Education”
    - Title
    - Author name
    - Defense date
    - Names and signatures of the committee chair and committee member(s).
  - *Certificate Form* is required with signatures from your MA Committee Chair/Advisor and the School of Education Director.
- These forms are available at the EDT Submission Guidelines on the Kellogg Library Website: <https://biblio.csusm.edu/content/e-thesis-project-and-dissertation-submission-guide>

## **School of Education Director Signature**

Following the completion of the work and defense with committee, the student will schedule an appointment with the Director of the School of Education. The Director will also be a signatory on the Master’s Certificate Form.

### **Culminating Experience Writing Requirements**

Below is a Gant chart of the tasks you will complete and dates to benchmark for each week of the semester. You will move through the timeline at your own pace.

The tasks lead to milestones, which are:

- Submitting draft chapters 1-3 – semester prior to graduation
- Approval of the IRB permission – semester prior to graduation
- Collecting and analyzing the research data
- Submitting chapters 4-5
- Assembling the entire edited paper meeting the APA format and library requirements
- Submitting a Power Point Presentation or Poster of the defense, depending on the defense format
- Defending the thesis.

As the course is credit/no credit, your final grade will be based on successful completion of a thesis/project and the defense to your committee members and peers.

## Culminating Experience Tasks Schedule

Week	Semester Prior to Graduation	Before semester starts	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Submit advancement to candidacy prior to registration in 698																	
Apply to graduate by week 7																	
Submit chapters 1-3 to chair																	
Get approval of data collection from site/district																	
Draft of IRB app to chair																	
Submit IRB application online																	
Collect and chart research data																	
Analyze the data and create charts																	
Write and edit chapter 4 for chair review																	
Develop conclusions of study																	
Write and edit chapter 5 for chair review																	
Check and edit references																	
Write table of contents and assign pages																	
Create title page from library template																	
Ensure paper is ADA compliant																	
Make appointment w/ the SOE director for signatures																	
Defend																	
Make final edits from defense suggestions																	
Get signature from committee and SOE director																	
Submit electronically to Scholar Works																	